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THE CORRELATION BETWEEN HEAD TEACHERS' LEADERSHIP STYLES AND TEACHERS' LEVELS OF JOB SATISFACTION IN PRIMARY SCHOOLS IN SEKYERE CENTRAL DISTRICT OF GHANA

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A Project Report in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies, University of Education, Winneba, in partial fulfilment of the requirement for award of the Master of Arts (Educational leadership) degree

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DECLARATION

STUDENT DECLARATION

I, AMANKWAAH ELIJAH, declare that this project report, with the exception of quotations of references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original work and that no part of it has been presented for another degree at the University or elsewhere.

SIGNATURE: ……..……..

DATE: ……..……

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of project report as laid down by the University of Education Winneba

NAME OF SUPERVISOR: PROFESSOR FREDERICK KWAKU SARFO

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DEDICATION

To my family members; my mother madam Rose Dapaa, my late father Kwasi Addai Boateng and my Uncle Mr. Kwame Dapaa Siakwan and my daughters Adelaide Amankwaah Boateng and Adwoa Amankwaah Sarpong.

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ABSTRACT

The purpose of this study was to analyze the school system in the Sekyere Central District of Ghana to reveal the various types of leadership styles being practiced by head teachers of primary schools and relationship between these leadership styles teachers' level of job satisfaction. This was to determine the extent to which Democratic, Autocratic and Laissez faire leadership influenced teachers' job satisfaction. The sample size of the study was 66 teachers. The study adopted descriptive survey design to collect and analyze data as it exists in the field without manipulating any variables. Structured questionnaires for teachers were developed to gather the needed data for this work. The study found a significant positive relationship between job satisfaction of teachers and autocratic leadership style of the head teachers in the primary schools in the district. It again found that there is a significant relationship between job satisfaction of teachers and the democratic leadership style. Lastly the study found a significant positive relationship between job satisfaction of teachers and laissez-fair leadership style of the head teachers in the primary schools in the district. It was recommended that the Education Units together with the head teachers should come up with strategies of improving job satisfaction in order to promote the performance of teachers in the schools.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are just like the leaders in other organizations, and inevitably face the challenge of maintaining the goals of institutions. Providing quality education needs support of all stakeholders including teachers, parents, and government and school administrators.

One major stakeholder in the education system that is worth discussing is teachers. Teachers impact knowledge directly to students. The satisfaction they derive from their duty can therefore not be overlooked. Spector (1997) defines job satisfaction as an extent to which people like or dislike their jobs. According to Miskel and Hoy (2008), job satisfaction is that emotional state resulting from appraisal of one's job experience. Significant indicators of job satisfaction which emerged from a study done by Mwamwenda (1995) in Transei included positive relationship between teachers and principals' result and achievements and the fact that teaching is culturally considered to be fine and challenging profession.

There are some variables that can be vital to job satisfaction. These variables are important because they all influence the way a person feels about their job. These components include: pay, promotion, benefits, supervisor, co-workers, work conditions, communication, safety, productivity, and the work itself. Each of these factors figures into an individual's job satisfaction differently. One might think that pay is considered to be the most important component in job satisfaction, although this has

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not been found to be true. Employees are more concerned with working in an environment they enjoy (Berry & Lewis-Beck, 1997).

Adeyemi (2006) identified 3 Styles of leadership used by school managers. These were Autocratic Style, Democratic Style and Laissez- faire Style. He argued that in the autocratic style of leadership, the administrator has the interest of the subordinates as secondary. The basic human needs are ignored. The administrator is feared rather than respected. The leader is selfish, wicked, ruthless, greedy and power crazy. He does not consult with any group before taking decisions. On the other hand, in the democratic leadership style, the needs and interests of subordinates are given priorities or considered. The subordinates are involved in decision making. The leader acts as a co-coordinator and as an organizer. There is the decentralization of authority. In the laissez- faire leadership style on the other hand, there is the shift of authority to the group. The leader leaves a lot of initiatives and decisions to the group. The leader thus becomes a figurehead. The leader allows the group to have their way all the time so that he can maintain the group satisfaction and cohesion as well as group cooperation and unity within the school organization.

Each of these leadership styles, when adapted has a level of influence on subordinates and this in turn affects the level of job satisfaction that workers derive in the course of their duties. The leadership style adapted by head teachers in schools will also plays a vital roles in the level of satisfaction that teachers get from performing their duties. This work therefore seeks to find the level of satisfaction teachers in primary schools get as a result of the leadership styles of their head teachers.

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1.1 Background to the Study

In the view of Berry and Lewis-Beck, (1997) Job satisfaction refers to "an individual's reaction to the job experience". There are various components that are considered to Kemp and Nathan (1989) also identified three styles of leadership namely authoritarian, democratic and delegative or laissez-faire. According to Campbell, Bridges and Nystrand (1993) the authoritarian or autocratic leadership style is used when leaders tell their employees what they want done and how they want it accomplished, without getting the advice of their followers. This style results in the group members reacting aggressively and apathetically in the work environment. They further suggest that authoritarian style should normally only be used on rare occasions. This often results in unending industrial disputes in an organization hence affecting the achievement of the overall goals and objectives.

The participative or democratic leadership style involves the leader including one or more employees in the decision making process in determining what to do and how to do it. However, the leader maintains the final decision- making authority. Using this style is not a sign of weakness; rather, it is a sign of strength that your employees will respect.

Numerous researchers on school effectiveness have demonstrated some form of association between effective schools and the type of leadership practiced by their head teachers (Hallinger & Leithwood, 1994). Liu (2004) carried out research on determinants of job satisfaction and found that loyalty to one’s employer and job longevity are more important as compared to compensation, benefits and supervisors for Mexican-American and vice versa for the Non-Hispanic. There was a strong correlation between the leadership style and the job satisfaction (Lok, 1999). But the

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result demonstrated that transformational leadership had a higher correlation with job satisfaction.

A study to identify effective leadership style in Education sector of Pakistan by Medley and Larochelle, (1995), manifested that transactional leadership was more successful in variety of countries outside North America including India, Nigeria, Japan and Pakistan in enhancing job satisfaction.

A study by Morris and Feldman (2003) in Palestinian industrial sector showed that transactional leadership style was more frequently used than transformational leadership while laissez-faire was considered as the least commonly occurring leadership style and more frequent among leaders with low educational background. Moreover, transformational leadership was found to encourage satisfaction, willingness to apply extra effort and effectiveness among employees.

In a study on the organizational culture, leadership modes, and employee job satisfaction at electric cable companies in Taiwan, Chen (2008) found that transformational leadership modes tend to be more acceptable to employees and affect employee job satisfaction level and innovativeness. In a survey of 244 nursing school faculty members, he found that Taiwanese nursing directors were more transformational leaders than transactional or laissez-faire ones. The results also indicate that the nursing faculty members were moderately satisfied with their jobs and felt that the heavy workloads as opposed to the directors' leadership styles were possible reasons for their dissatisfaction with their jobs.

Achua (2001) conducted a study on the principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. Teachers' job performance was also found to be at a moderate level in the schools. Teachers' job performance was found to be better in schools having principals using

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autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles. This was evident in the findings of this study, which isolated the style of leadership used by a principal as a function of teachers' job performance in schools. The significant relationship found in this study between the autocratic leadership style and teachers' job satisfaction is value added. In some situations, people need to be forced before they could improve productivity.

Although the government of Ghana is committed to improving terms and conditions of teachers, the morale level of teachers has been found to be low especially in primary schools. Nzuve (1999) says that the leadership style a manager has should influence the employees such as teachers to accept willingly the direction and control. According to United States congress (1970) as quoted by Mwangi (2005), the role the head teacher plays in smooth running of any given institution cannot be understated. The head teacher sets the tone of the school, climate of learning and level of professionalism, as well as the morale of teachers. If the school management motivates teachers effectively, it enhances increased effort, which results to teacher commitment. The issue of teacher's motivation and enhancement of their job performance in Ghana have been addressed in various forums such as teacher unions' meetings and trade union meetings. It has generally been pointed out that there is need to improve the working conditions of teachers especially their pay package. Okumbe (1992) in his study found out that teachers were only slightly satisfied in the job factors of working conditions, the work environment, security, recognition, the work content and supervision.

The inability of Ghana Education Service to employ more teachers has made the workload of teachers, heavy, making teachers unable to attend to other issues such as setting and marking of exams and general guidance. According to Bennell (2004)

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the heavy workload has impacted heavily on teachers' morale and motivation and thus their job performance. Recognition is another aspect that makes individuals feel satisfied (Herzberg 1959). Individuals at all levels of the organization want to be recognized for their performance. Good work done by any employee should always be acknowledged. This can be done by giving teachers trophies during prize giving days, a letter of appreciation or are given a bonus where appropriate (Cole, 2002).

A study done by Kageha (2007) on staff motivation, found out that most respondents motivate their staff through provision of better housing at subsidized rates. They also provided teachers with meals such as breakfast, tea breaks, lunch and supper through the generous sponsorship of parents' teachers' association. This was noted to have given teachers time to teach extra lessons and give personal attention to the students. The report also said that teachers were satisfied by being given gifts and presents which included household goods, and certificates of merits.

A number of leadership styles can influence the way teachers will perform their tasks. Dictatorial or autocratic leadership style is also referred to as authoritative or strong and upfront. Maicibi (2005) assert that this type of leadership style has its roots deep in history, where it was the chief model especially in the industrial revolution. In this style of leadership, the leader issues orders or commands and it is the duty of the followers to obey. In a school situation, all decisions and actions must receive the head teacher's approval. Smith (2000) recognized that the school leader's leadership style significantly influences teacher job satisfaction. Democracy on the other hand is all about empowering people so that they are given chance to provide their views before a decision is made. It is noted that employees such as teachers behave differently under different situations. Head teachers can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them.

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Savery (1994) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system.

Leadership has significant impacts on job satisfaction and organizational commitment (Lok & Crawford, 2001; William & Hazer, 1986; Rad & Yarmohammadian, 2006). High job satisfaction enhances employees' psychological and physical wellbeing (Mumo, 2000) and positively affects employee performance (Vroom, 1964; Porac, Ferris, & Fedor, 1983). According to Mosadegh Rad and Yarmohammadian (2006), employee job satisfaction refers to the attitude of employees towards their jobs and the organization which employs them. The researchers pointed out that job satisfaction is influenced by many organizational contextual factors, ranging from salaries, job autonomy, job security, workplace flexibility, to leadership. In particular, leaders within organizations can adopt appropriate leadership styles to affect employee job satisfaction, commitment and productivity.

1.2 Statement of the Problem

Orlando (2008) contents that low levels of job motivation and job satisfaction leads to strikes, slowdowns, absenteeism and low employee turnover. A critical observation of the school system in the Sekyere Central District of Ghana reveals various types of leadership styles being practiced by head teachers of primary schools and the influences of these leadership styles on teachers' level of job satisfaction.

Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the

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collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000). Thus, leadership incorporates the accomplishment of the task, which is an organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 1998). Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools.

Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organizational success. A capable leader provides direction for the organization and lead followers towards achieving desired goals. In similar vein, employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organizational interests. An organization that fosters high employee job satisfaction is also more capable of retaining and attracting employees with the skills that it needs (Mosadegh Rad & Yarmohammadian, 2006).

Some head teachers practice autocracy in their leadership. Some perhaps tend to be more democratic in their leadership style. Some on other hand practice laissez faire leadership styles. All these leadership styles tend to have some level of influences on the management of the school either positively or negatively. Similar works on leadership styles and their correlation of job satisfaction have been previously conducted by different scholars but in different dimensions. The work of Medley and Larochelle (1995) for instance, were limited to higher level of education. Kasule (2007) undertook a research on effects of leadership styles on teachers' productivity in private secondary schools. The intention of the researcher was to limit this work on lower level

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of education particularly primary schools in Sekyere Central District. It is to this effect that the study was set up to determine what relationship head teacher's leadership styles had on teachers' levels of job satisfaction in primary schools in the Sekyere Central District of Ghana.

1.3 Purpose of the Study

The purpose of this study was to investigate the relationship between head teachers' leadership styles and teachers' levels of job satisfaction in primary schools in Sekyere Central District of Ghana. This research focuses on how head teachers perceive their own style of leadership, teachers' perception of the leadership style of their head teachers as well as the level of satisfaction they derive from the performance of their duties which could be attributed to the leadership style of their heads.

1.4 Objectives of the Study

Specifically, the study was to achieve the following:

1. To determine the correlation between head teachers' democratic leadership style and teachers' job satisfaction in primary schools in Sekyere Central District.
2. To establish the correlation between head teachers' autocraticleadership styles and teachers' job satisfaction in primary schools in Sekyere Central District.
3. To ascertain the correlation between head teachers' Laissez faire style of leadership and teachers' job satisfaction in primary schools in Sekyere Central District.

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1.5 Research Questions

In the interest of the important issues of concern raised, this study was poised to answer the following related questions:

1. What is the relationship between perception of head teachers democratic leadership style and teachers levels of job satisfaction?
2. What is the relationship between perception of head teachers autocratic leadership style and teachers levels of job satisfaction?
3. What is the relationship between perception of head teachers laissez-Faire leadership style and teachers levels of job satisfaction?

1.6 Significance of the Study

The research findings would be of utmost importance to the Ghana Education Service because as an employer the service would have relevant information on matters which directly affect the employee. Findings may also be useful to the colleges' of Education in the country, in understanding factors that lower teachers' motivation and thus take appropriate strategies and measures so as to produce an effective and efficient force of teachers. The findings would also help the Ghana Education Service to improve terms and working conditions of the teachers in order to increase teachers' level of satisfaction.

1.7 Delimitations of the Study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusion of the study and their application to other situations. There would be cases of exaggerated feedback or outright misinformation; therefore it was difficult for the researcher to control the

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attitude of the respondents as they responded to the questionnaires. The respondents however were assured of confidentiality of their identities. The following will also be likely limitations to the study;

The study was carried out in Sekyere Central District of Ghana. Secondly only the sampled public primary schools were studied. Although in schools there are other workers who make the system of the school, only teachers and head teachers provided for the study. It also excluded teachers from private schools because private schools have different managers and sponsors and ways of motivating teachers may be different.

1.8 Definitions of Terms

Head teacher refers to a chief executive officer in a junior high school in charge of its administration.

Incentives refer to private rewards related to the attainment of target output and productivity levels.

Job factor refers to things affecting teachers in their places of work, which they may express feelings about. These may include; working and living conditions, the pay, achievement, status, recognition and other related things.

Job performance refers to the way teachers respond to duty in terms of punctuality in attending lessons, giving and marking assignments, syllabus coverage, and being present in school.

Job satisfaction refers to factors that teachers will claim to give them pleasant feelings in their job.

Leadership style refers to patterns of behaviour by a leader in influencing members of the group. It is the way the leader behaves towards the group members

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Public junior high school refers to an education institution for basic education pupils, which are fully aided by the government.

1.9 Organization of the Study

This study begins with the introduction of the entire work by giving the background to the study, research problem, the research questions, the research objectives, and the rationale of the research. This is followed by the literature review which considers what various scholars have found and explained about the challenges and barriers encountered by student nursing mothers in the research process as well as the dimension that this research will be taking.

The methods used in analyzing the data are then described. It considers the theoretical framework used, the target population, data collection methods and analysis. It also explains how the samples were chosen, the rationale behind the choice as well as the qualitative and quantitative methods that are used.This is followed by the fourth chapter where the data gathered from the questionnaires administered are documented and analysis of the data obtained for the period under study. It shows an in-depth data analysis in an orderly manner. The last chapter analyses the available information and interpretations as well as findings brought to fore. The needed conclusions are drawn based on the analysis and findings and recommendations made.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chief purpose of this study is to assess the correlation between head teachers leadership styles and job satisfaction of teachers. This chapter therefore deals with the underlying theory and related literature reviewed to guide the study.

The related literature is reviewed under the following sub-headings:

A. Conceptual Framework

- Conceptual Model
- Leadership styles and employee job satisfaction

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- Autocratic leadership style and employees' job satisfaction

- Democratic leadership style and employees' job satisfaction

B. Theoretical Framework

- Two factor theory

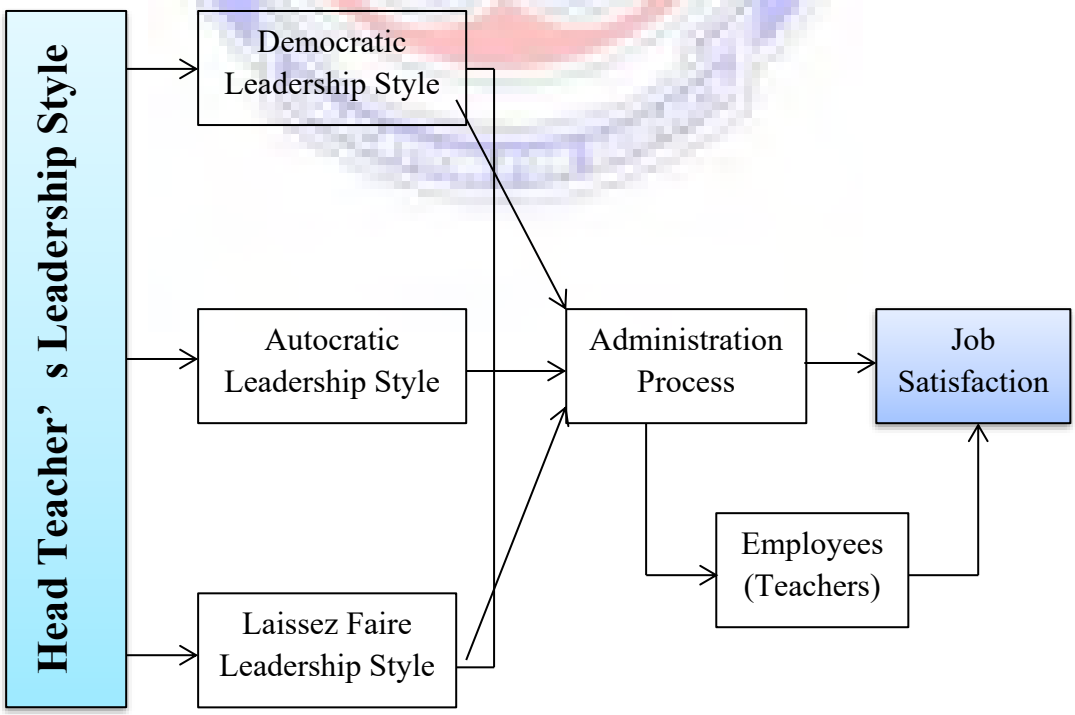
- Transactional coping theory

C. Related Empirical studies

2.1 Conceptual Framework

The conceptual framework shows the relationship between head teachers leadership styles and teachers job satisfaction. The framework shows that different leadership styles will have different effects on the teachers' job satisfaction. The leadership styles are in play when the head teachers manages teacher's welfare which either leads to high or low teachers job satisfaction.

Figure 2.1.1 Conceptual Model



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Conceptual Model designed by Researcher

Source: Field Data, 2018

In linking the model to this research, the particular leadership style adapted by head teachers is fuse the administrative process of the school. This administrative process has direct impact on teachers and affects the actions and inactions of teachers in the school. This ultimately will influence the level of job satisfaction that teachers get in the course of performing their duties.

2.1.2 Leadership Styles and Employee Job Satisfaction

Some scholars are of the view that the autocratic leadership leads to lower levels of job satisfaction, while democratic leadership leads to higher level of job satisfaction. The level of job satisfaction under laissez-faire leadership is also less than under democratic leadership (Bass, 1990). Managers have the role of motivating employees to do a good job and strive for excellence. It is therefore the organization's responsibility to train their managers to be able to facilitate effective leadership. Employees tend to respond to leaders or managers whom they trust and will inspire them to achieve meaningful goals and reach high levels of job satisfaction (Warrs & Payne, 1983). How a manager works, particularly how he/she interacts with others, especially those who report directly to him/her will influence the motivational climate either for good or ill of the organization (Warrs & Payne, 1983). Leadership needs to come up with explicit vision and mission of the organization and have the same articulated to all members of staff. These will act as a mirror through which all employees will base their performance on. These calls for involvement of employees in formulation of company's strategy and by so doing the employees achieve job satisfaction.

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Evans(2001) argued that teachers' job satisfaction is "influence much less by externally initiated factor such as salary, education policy and reforms and conditions of service than by factors emanating from the more immediate context within which teachers work: institution-specific or, more precisely, job-specific factors" (p.292). Evans further establish that" leadership emerged as a key attitudes- influencing factor, since it shapes teachers' work contexts and has the capacity, through policy and decision making to enable or constrain and to determine individual's proximity to their ideal job's (p.294). Consequently, Sulan (2008) stated that job satisfaction among teachers in the schools is closely related to teachers 'effectiveness that contributes to student achievement. This shows that job satisfaction must be high because it is of the key success factors of a school. Additionally," teachers satisfaction from the job is highly important for the nexus between teachers and students; for satisfied teachers will be more enthusiastic about investing time and energy in teaching their students" (Bogler, 2001; p.679).

In Ghana, it seems the level of concern for employee satisfaction is quite high; however, it lacks empirical research about it. Hence in the context of this study, teachers; job satisfaction is taken as a dependent variable.

2.1.3 Autocratic Leadership Style and Employees' Job Satisfaction

Dubrin (1998) describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. It has been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process.

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A case study assessing the relationship between autocratic leadership style and faculty job satisfaction in an institute of technology in the south of Taiwan conducted by Spector (1997) showed that the two variables were closely related in the institute. Spector (1997) expanded the study and surveyed all 11 private institutes of technology in the south of Taiwan to investigate the relationship between presidential leadership style and teacher job satisfaction, which revealed the same results as previous research.

Medley and Larochelle (1995) studied the relationship between autocratic leadership styles and the job satisfaction of the nursing staff. This study used the Multifactor Leadership Questionnaire and the Index of work satisfaction to measure transformational leadership and job satisfaction among 122 staff nurses in community hospitals. The study revealed that staff nurses in hospitals do perceive autocratic leadership styles. Staff nurses have greater job satisfaction if their leaders practice autocratic leadership.

Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002). According to Mullins (2002) autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time. Leadership is meant to be effective even where the situation seems harsh so as to drive organizational intentions towards goal achievement. Research findings by Kasule (2007) on the effect of leadership styles on teacher productivity in private secondary schools in the Wakiso district indicate that autocratic leaders usually emphasize ‘authority’ as a means of having the work done. Head teachers generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines. Other studies by Storey (1993), however, noted that head teachers, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity

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especially in instances where creativity and planning are imperative to anchor the academic program in schools.

2.1.4 Democratic Leadership Style and Employees' Job Satisfaction

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. However, as Oyetunyi (2006) clearly indicates points, the focal point is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He/she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). He/she coaches subordinates and negotiates their demands (Dubrin, 1998). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process. Good as it is, the concern expressed by Dubrin (1998) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006).

David and Gamage (2007) argued that effective democratic and participatory school administration; leadership and management affect the trust levels of stakeholders. David's (2007) study focuses on a survey of the effectiveness of democratic and participatory school administration and management in one school division in the Philippines. Indicators of participatory school administration, leadership

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and management effectiveness, according to David's study, correlated with the stakeholders' level of trust. The study suggested that school leaders wishing to enhance the levels of trust among the stakeholders in their schools should consider these indicators, pertaining to the participatory or democratic leadership approach, in carrying out their leadership duties and responsibilities. The implication of this study is that just like in the Philippines; school heads in Uganda who favors the use of the democratic style of leadership, attach the same level of trust to their stakeholders in the management of schools. They engage subordinates, parents, students and the community in the decision making process. As pointed out by Kouznes and Posner (2003), school heads know that no one does his/her best when feeling weak, incompetent or alienated; they know that those who are expected to produce the results must feel a sense of ownership.

Patricia (2002) studied democratic and how it related to job satisfaction. The participants of the study were engineers and technical support staff at an aerospace company. This study used the Multifactor Leadership Questionnaire (MLQ) and Job Describe Index (JDI) to measure transactional and transformational leadership and job satisfaction. The study concluded that transactional leadership was not positively related to job satisfaction but that transformational leadership was.

Bhahi, Maitlo, Shaikl, Hashuri and Shaikh (2012) examined the impact autocratic and democratic leadership style on job satisfaction in private and public schools in Lahore. The study adopted correlated design and the data for the study was analysed. In all, the data were collected from 205 teachers in both public and private schools. The data collected were analysed using both descriptive (eg. Mean, SD) and inferential statistics (eg. T-test, ANOVA and regression).The study results indicated that democratic leadership style had impact on their job satisfaction.it was therefore

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concluded that people normally like to work in an conducive environment where they can express and share their views freely creating a sense of ownership among the employee that gives them satisfaction.

2.1.5 Laissez-faire Leadership Style and Employees' Job Satisfaction

Laissez-faire leadership is a passive kind of leadership style. The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly, he/she does not make decisions; rather he/she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he/she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 1998), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

It represents a non-transactional kind of leadership style in which necessary decisions are not made, actions are delayed, leadership responsibilities ignored, and authority unused. In a study examining the effectiveness of laissez-faire and the degree of employee satisfaction with the leadership style in the public banking sector, Sivanathan (2002) found that laissez-faire leaderships were highly and positively correlated with extra effort, effectiveness and satisfaction. Contingent rewards were also positively related to the outcome measures but less than to the transformational scale ratings. However, Management by exception (Active and Passive) and Laissez Faire were strongly and negatively correlated with the outcome.

Furthermore, Erkutlu and Chafra (2006) found that laissez-faire leadership style in a boutique hotel led to negative results in organizational performance such as low

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satisfaction, high stress, and low commitment by followers. The importance of leadership was first researched in the 1920s with studies using surveys reporting that favorable attitudes toward supervision helped to achieve employee job satisfaction (Bass, 1997). Several studies were conducted during the 1950s and 1960s to investigate how managers could use laissez-faire to increase employees' level of job satisfaction (Northouse, 2004). These studies confirmed the significance of leadership in making differences in employees' job satisfaction. Furthermore, Yousef (2000) showed that leadership behaviour was positively related to job satisfaction and therefore managers needed to adopt appropriate leadership behaviour in order to improve it. Leadership style affects a range of factors such as job satisfaction, performance, turnover intention, and stress (Chen & Silverthorne, 2005) and so contribute to organisational success (Rad & Yarmohammadian, 2006).

Adeyemi and Bolarinwa (2013) conducted correlational study that investigated principals' leadership style and teachers' job satisfaction in secondary schools in Ondo State, Nigeria. Out of the 12,450 teachers in the schools,3,720 teachers were selected for the study through the stratified random sampling technique. It was found that there was significant relationship between principals' leadership style and teachers job satisfaction in the schools but no significant relationship was reported between laissez-faire leadership style and job satisfaction. The study also revealed that teachers had moderate level of job satisfaction.

Similarly, Amin, et al.(2013) investigated the interplay between leadership styles and faculty job satisfaction in a public university of Pakistan. The study highlighted that there was a significant relationship between the leadership styles (transformation, transaction and laissez-faire) and faculty members' job satisfaction.

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2.2 Theoretical Framework

The theoretical framework of this study is based on the following;

2.2.1 Two Factor Theory

The study was guided by Herzberg's two factor theory by Frederick Herzberg (cited in Okumbe 2007). The theory states that job satisfaction and job dissatisfaction are caused by different and independent sets of factors: the motivators and the hygiene factors. Herzberg found that the factors causing job satisfaction (and presumably motivation) were different from that causing job dissatisfaction. He developed the motivation-hygiene theory to explain these results. He called the satisfiers *motivators* and the dissatisfiers' *hygiene* factors, using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide Satisfaction.

Herzberg analyzed and classified the job content factors or satisfying experiences as follows; satisfiers which are *Achievement*, *Recognition*, *Work itself*, *Responsibility*, *Advancement* and *Growth*. According to Herzberg, these factors stand out as strong determinants of job satisfaction with three of them, a sense of performing interesting and important work (work itself), job responsibility and advancement being the most important relative to a lasting attitude change. Achievement more so than recognition, was frequently associated with such long range factors as responsibility and the nature of the work itself. Hertzberg's theory is related to this study in that just as in any organization, teachers' job satisfaction will be determined by various factors which include head teachers leadership style. Different leadership styles used by the head teachers will elicit different levels of job satisfaction among the teachers.

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2.2.2 Transactional Coping Theory

Transactional coping theory is defined as; constantly changing intellectual and behavioral effort to manage specific external and internal demands that exceeds the resources of the person (Lazarus & Folkman, 1984). They identified two broad categories of experiences that directly influence how people appraise and cope with situations;

1. Those linked to the characteristics of the individual and
2. Those linked to the characteristics of the situation.

Characteristics of the Individual **-** These are the elements linked to the characteristics of the individual which include commitments, beliefs, and personal traits. Such qualities have immense influence on work rate and job satisfaction of employees.

Situational factors – These include the unpredictability of the situation, the uncertainty of events, temporary factors or the ambiguity of the situation. External factors and situations around workplaces also have significant impacts on the level of work and satisfaction of employees. This includes the working condition and leadership style of leaders. The situation available in the schools will in turn affect the level of work and satisfaction of teachers in the schools.

2.3 Empirical Framework

Mutie (1993) has found that teachers are only marginally satisfied with their job which agrees with Mwangi (2005) who found that tutors in KTTC were not satisfied with their jobs. Mutie (1993) has shown how young teachers have a high level of job

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satisfaction than older teachers while Ngumi (2003) concurred with Karugu. The study was however conducted in a teachers training college among tutors. The studies did not however focus on leadership styles and their influence on job satisfaction hence the current study will fill in that gap.

Okemwa (2004) has established that majority of the teachers in the Borabu Division of Kisii County, were moderately satisfied with their job, and that teachers' age, teaching-subject-orientation, and teaching experience each significantly and uniquely determined job satisfaction among teachers. The study concentrated on demographic variables and not on leadership styles hence the current study will establish how leadership styles influence teachers' levels of job satisfaction.

Karugu (1980); Hall (1999), Ngalyuka (1985); Okemwa (2004); and Ngumi (2003) concurs that teachers are stayed in the job because of physical social economic and security dimensions associated with conditions of work were satisfactory. The studies were however conducted in other high potential agricultural areas. The literature review presented in this chapter has presented a number of studies on job satisfaction. The current study will however be conducted in Sekyere Central District of Ghana which is very different from where these studies were conducted.

2.4 Summary

This chapter highlights the concepts of this research work, some of the works and studies undertaken on the subject matter as gathered from relevant textbooks, journals and articles. Theories from different authors are being integrated and linked to the purpose of this study. Unlike other research works, this takes into consideration;

1. Primary schools in the Sekyere Central District.
2. Both teachers and head teachers in the primary schools in the district.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is a description of the procedures to be adopted in conducting the study. The chapter is discussed under the research design of the study, population of the study, sample and sampling technique, instrument for data collection, procedure for data collection, method of data collection and data analysis.

3.1 Research Design

According to Ngechu (2001), a research design is a plan showing how problems under investigation are solved. The study adopted descriptive survey design. The design is chosen because through it, the researcher will be able to collect and analyze data as it exists in the field without manipulating any variables. With this design, the researcher is able to collect data in order to answer questions concerning the current status of the subjects of the study and assess attitudes and opinion about events, individuals or procedures (Gay, 1993).

Koul (1997) stated that survey studies are conducted to gather detailed description on existing phenomenon with the intent of employing data to justify the

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current conditions or make more meaningful plans to improve them. Again, he explained that, in addition to analyzing, interpreting and reporting on a status for future guidance, descriptive surveys can be used to determine the adequacy of an activity by relating results to established principles.

3.2 Population

The target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borge & Gall, 1989). According to Orodho (2004) population refers to all the items or people under consideration. The target population for this study comprised of all the head teachers in all the twenty-six primary schools in the Sekyere Central District of Ghana. This was based on the data from the Ghana Education Service of the Sekyere Central District. The study hence comprised a target population of 26 head teachers and 290 teachers from 8 different towns.

3.3 Sample and Sampling Technique

To sample the teachers, the researcher focused on the educational units with schools in the district. These units include; Catholic Unit, Islamic Education Unit, Presbyterian Education Unit, Methodist Education S.D.A Education Unit, A.M.E Zion Education Unit, Anglican Education Unit and schools from the Local Authority All the teachers from the eight selected schools were selected for this work. The total sample was therefore being 66 teachers.

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In order to select a representative sample of teachers from the various schools to represent the entire population, the following sampling techniques were used at different stages of the sampling process; Stratified sampling, purposive sampling and simple random sampling techniques. There are eight educational units with primary school in the district and the schools in each unit were considered in this study as strata. A school each was sampled from the eight stratums since schools in the same educational unit usually has similar styles of leadership. This was done by simple random sampling. All head teachers and teachers from the selected schools were then selected for this survey. This method was chosen due to the fact that it minimizes sampling errors, increases efficiency and provides greater precision.

3.4 Research instruments

The instrument used in collecting data from the sample population was structured questionnaire developed by the researcher. A questionnaire is a research instrument that gathers data over a large sample (Kombo& Tromp, 2006). Questionnaires were used to gather information and data from the teachers and head teachers from the selected schools. Questionnaires are widely used in education to obtain information about current conditions and practices and to make enquiries about attitudes and opinions quickly and in precise form. The questionnaire had two parts. Part one dealt with demographic information of the respondents with items on Sex, Age, Educational background etc. while Part 2 dealt with items on leadership styles and job satisfaction and this section tackled a specific research question as posed in Chapter One.

The participants were people who could read and write. Both closed- and open-ended questionnaires were used for this study. The closed-ended items were more than

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the open-ended types. The questionnaire has four sections. Section one encompasses the demographics of respondents. The rest of the sections tackled a specific research question as posed in Chapter One.

3.5 Validation and Reliability of the Instrument

Validity

Validity means ascertaining the accuracy of the instruments by establishing whether the instruments focus on the information they are intended to collect. Validity can also be defined as the degree to which a test measure what it is supposed to measure. The researcher sought assistance from the supervisor in order to help improve content validity of the instrument. The supervisors suggested corrections on some of the items which the researcher implemented. Some head teachers were also contacted and their inputs were considered in the final instrument.

Reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. Orodho (2004) also defined reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. To enhance the reliability of the instrument, a pilot study was conducted using the instrument for the teachers.

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The data gathered from the pilot study were coded into the Statistical Package for the Social Sciences (SPSS). The Cronbach's alpha was calculated for sections B and C that were in Likert-type scale and were all above .70 (Section B =.798 and Section C = 0.756). According to Mugenda and Mugenda (1999), an alpha value of 0.70 or more shows that there is high reliability of data and hence deemed reliable. These values show that the instrument was reliable and of good quality for collecting useful data for the study.

3.6 Data Collection Procedure

The researcher was given research permission from the district education office based on introductory letter from the Graduate school, College of Technology Education, University of Education, Winneba. The researcher then proceeded to write letters to the selected head teachers to be allowed to do the study. The researcher visited the selected schools, met the respondents and explained the purpose of the study and then administered the questionnaire to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. These instruments were collected from the respondents the next day so that they could get enough time to respond to the questionnaire. A response rate of 100% was recorded for the head teachers while 89.18% (66 out of 74) was recorded from questionnaires of the teachers.

3.7 Data Analysis Procedure

All of the data were entered into and analyzed by the Statistical Package for the Social Science (SPSS), Correlation Analysis was used to analyzed the data. Prior to statistical analyses, data cleaning and handling of missing values were performed.

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Frequency distributions of all the variables were checked for outliers, missing data, and typing errors. Pearson Product Moment Correlation Coefficient was used to answer all the three research questions.

3.8 Ethical Consideration

According to Babbie (2004) "the general agreements shared by researchers about what is proper and improper in the conduct of scientific inquiry" (p.6). These include asking permission, voluntary participation, and no harm to participants, informed consent, anonymity and confidentiality. Permission in the form of a letter was sought from the heads of the schools and the teachers who took part in the study. Participants were furnished with accurate and complete information on the goals and procedures of the research work for full understanding and in turn made firm decision whether to participate or not. The respondents were assured that the study was strictly for academic purpose and that confidentiality if any information given was held high. In order not to be able to identify a given response from a respondent, the questionnaires used in this study were not coded to include any form of identification and therefore could not be traced back to individual respondent.

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CHAPTER FOUR

PRESENTATION AND DISCUSSIONS OF RESULTS

4.0 Introduction

This chapter focuses on results and findings based on the primary data gathered on Head Teachers Leadership Styles and Teachers Job Satisfaction. The data presented were obtained using research methods discussed in the previous chapter. The researcher undertook this study with the intention of investigating the relationship between head teachers' leadership styles and teachers' levels of job satisfaction in primary schools in Sekyere Central District of Ghana.

4.1 Demographic Characteristics of the Teachers

The study identified the following; (gender, age, educational level, experience and position held by the teachers) important demographic characteristics of the teachers in the studied schools in the District. The results are presented in Table 4.1.1 below.

Table 4.1.1: Demographic Characteristics of Teachers

Demographic Characteristics	Frequency	Percent
Head Teachers;		

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Gender	Male	8	100.0
Age	36-40years	4	50.0
	41-45 years	2	25.0
	46-50years	1	12.5
	51 and above	1	12.5
Education	B.Ed	7	87.5
	BA/BSC	1	12.5
	11-15years	5	62.5
Experience	16-20years	2	25.0
	20- years and over	1	12.5
	TEACHERS;		
Gender	Female	43	65.2
	Male	23	34.8
	Below 25 years	17	25.8
Age	26-36years	33	50.0
	36-45years	13	19.7
	over 45 years	3	4.5
Education			
	Diploma teacher	43	65.2
	Bachelor of education	16	24.2
	Masters	2	3.0
	BA/BSC	5	7.6
Experience			

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	Less than 2 years	26	39.4
	3-5years	23	34.8
	6-10years	13	19.7
	Over 10 years	4	6.1
Position Hold	Class teacher	22	33.3
	Sports teacher	9	13.6
	Subject teacher	21	31.8
	Assistant head teacher	14	21.2

Data Source: Field Work, 2018.

From Table 4.1 the gender of the teachers showed that there were more female teachers than male teachers as showed by 43(65.2%) versus 23(34.8%) respectively. The disparity may be as a result of government empowerment of female education in the country.

The table again shows that half of the teachers (50%) were between 26 and 36 year and a minority of 4.5% being over 45 years. 25.8% of them were below 25 years while 19.9% were aged between 27 and 45. The data shows that there were both relatively old and young teachers in the schools. This indicates that there is a balance response on their job satisfaction from young and old teachers.

Teachers were asked to indicate their professional qualification and again it can be seen from the table that majority of the teachers have at least advanced professionally. The majority of the teachers have at least (BEd and Diploma teacher) with 59 of them representing 89.39% being professional teachers while 7 of them representing 10.6% not professional teachers. This gives them more and better

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understanding of issues in management and hence enable them to explain how different leadership influence teachers job satisfaction

The table further shows that more than half the number of teachers (40 respondents representing 60.6%) had been in the school for more than 3 years with 26 (39.4%) teaching for less than 3 years. This gives them adequate time to have informed opinion on how the leadership style of their head teachers.

With respect to other responsibilities undertaken by teachers, it can be seen from the table that majority 22 (33.3%) of the teachers were class teachers with 31.8% being subject masters, 21.2% as assistant teachers and 9 representing 13.6% as sports teachers. Teachers with responsibilities in the schools interact more with their school heads. This has implication on the job satisfaction.

4.2 Presentation and Discussion for Research Question One: What is the Relationship between Perception of Head Teachers' Democratic Leadership Style and Teachers levels of Job Satisfaction in the Primary Schools in the Sekyere Central?

4.2.1 Teachers' Perception of their Head Teachers' Democratic Leadership Style

The study measured the level at which Head Teachers employed Democratic Leadership Style in their schools. Six democratic leadership related questions were raised and teachers were asked to rate their level agreement or disagreement on how their head teachers practice Democratic Leadership Style in their schools on A Likert scale of (1: Strongly agree, 2: Agree, 3: Neutral, 4: Disagree and 5: Strongly Disagree). For easy interpretation both Agree and strongly agree were combined and strongly disagree and disagree were also combined. For each question frequency, percentages mean and standard deviations were captured as the summary statistics. Table 4.3.1

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shows the results on teacher perception of their head teachers' Democratic Leadership Style.

The results show that for the six related questions on Democratic leadership style of head teachers, teachers rated 6. Encourage the members of staff to openly express their felling) very high since it had the largest mean score of (Men = 2.303) and standard deviation of (Std. = 0.84), indicated agreement, according to the Likert scale and the Teachers rated item (1. Is friendly and easy to dialogue with) very low with a mean scores of (Mean = 2.09) and a standard deviation of (Std. = 1.355) which indicates that teachers were strongly agree & agree to these items on Democratic Leadership Style of Head Teachers. The overall mean score was (Mean = 2.20) with a standard deviation of (Std. = 0.910) which indicates that the teachers were in agreement that Head Teachers' employed Democratic Leadership Style in the primary schools in the Sekyere Central District according to the Likert scale. In addition, since about 76 % (n = 50) were strongly agreed/agreed with all the rated democratic questions raised with only 10.6% (n= 8) were disagree/strongly disagree while 10.6% (n = 8) remained neutral. It an indication that teachers agree that their head teachers practice Democratic leadership style.

Table 4.2.1: Teachers' Perception of their Head Teachers' Democratic Leadership Style

Leadership Style	Strongly agree / Agree		Neutral		Disagree and strongly Disagree		Statistics	
Percentages	freq	(%)	freq	(%)	freq	(%)	Mean	Std.
Democratic								
1. Is friendly and easy to dialogue with.	51	(77.2)	3	(4.5)	12	(18.2)	2.091	1.355

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Leadership Style	Strongly agree / Agree		Neutral		Disagree and strongly Disagree		Statistics	
Percentages	freq	(%)	freq	(%)	freq	(%)	Mean	Std.
2. Is patient and encourages staff too frankly and express fully their view point.	50	(75.8)	10	(15.2)	6	(9.1)	2.166	.570
3. Genuinely shares information with staff members.	47	(72.3)	10	(15.2)	8	(12.1)	2.212	.868
4. Is a good listener to the group	53	(80.3)	11	(16.7)	2	(3.0)	2.181	.909
5. Expresses confidence in the staff members regardless disagreeing with them	50	(75.8)	9	(13.6)	7	(10.6)	2.242	.929
6. Encourage the members of staff to openly express their felling	50	(75.8)	9	(13.6)	7	(10.6)	2.303	.841
Average	**50**	**(76)**	**8**	**(11)**	**8**	**(11)**	**2.20**	**0.91**

Source: Field Survey, (2018)

4.2.2. Job Satisfaction of Teachers

The study measured the level of Teachers Job Satisfaction of Teachers. Eight Teachers Job Satisfaction related questions under four sub-scales (Working Condition, Pay and Promotion, Work Relationships and Recognition) were raised and teachers

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were asked to rate their level of agreement or disagreement of item on their job satisfaction on A Likert scale of (1: Very Satisfied, 2: Satisfied, 3: Neutral, 4: Dissatisfied And 5: Very Dissatisfied). For easy interpretation both very satisfied and satisfied were combined, and dissatisfied and very dissatisfied were also combined. Each question frequency, percentages, mean and standard deviations were computed as the summary statistics for the interpretation. Table **4.2.2** shows the results on teachers' job satisfaction.

The results show that for each of the four sub-scales questions on teachers Job Satisfaction raised, Teachers were asked to rate their level of satisfaction and dissatisfaction of each question on the sub-scales among the four sub-scales, working condition was the satisfaction subscale that teachers rated them very low with a mean score of (Mean = 2.177) and standard deviation of (std. = 1.096) indicates that teachers are satisfied with their working conditions in the district according the Likert scale. On the other hand, the sub scale that had the largest mean score was with (Mean = **2.432**) and standard deviation of (Std. = 1**.067**) indicating that teachers are fairly satisfied with their Work Relationships since the mean score was less than 3. The overall mean score was (Mean = 2.32) with a standard deviation of (Std. = 1.138) indicates that teachers are satisfied with leadership style of head teachers in Sekyere Central District schools according the Likert scale. In addition, since about 74.6% (n = 49) were very satisfied/satisfied with all the rated satisfaction questions raised with only 20.04% (n =14) were very dissatisfied/ dissatisfied while 6.05% remained neutral; it is an indication that teachers in Skyere Central District of Ashanti Region Ghana are satisfied with their working conditions.

Table 4.2.2: Teachers Job Satisfaction

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Teachers Job Satisfaction	Satisfies		Neutral		Dissatisfied		Statistics	
Percentages	freq	%	freq	%	freq	%	Mean	Std
WORKING CONDITION								
1. Amount of teaching load allocated to you per week	58	87.9	3	4.5	5	7.6	1.939	.7820
2. Availability of staff houses provided to you by the school	47	81.1	2	3.0	17	19.7	2.439	1.479
3. The spelling out of your job description by the head teacher	49	74.3	7	10.6	10	15.1	2.151	1.026
Average							**2.177**	**1.096**
PAY AND PROMOTION								
4. Salary	49	74.3	5	7.6	12	18.2	2.333	1.244
5. Opportunity for promotion	40	60.6	2	3	24	37.4	2.545	1.405
Average							***2.352***	***1.249***
WORK RELATIONSHIPS								
6. Relationship with other teachers	49	74.4	5	7.6	12	18.2	2.409	1.022
7. Relationship with the head teacher	46	69.7	5	7.6	15	22.8	2.454	1.111
Average							***2.432***	***1.067***
RECOGNITION								
8. The way your job performance is acknowledged in the school.	74.2	3	4.5	14	21.3	2.333	1.141	
Average							***2.333***	***1.141***

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Overall Average	**49**	**74.6**	**4**	**6.05**	**14**	**20.04**	**2.323**	**1.138**

Source: Field Survey, (2018).

4.2.3 Correlation between Teachers' Job Satisfaction and Democratic Leadership Style of Head Teachers in Primary Schools in the Sekyere Central District of Ashanti Region Ghana.

The Correlation analysis shows that there positive relationship between job satisfaction of teachers and the Democratic leadership style of head teachers with Pearson Product Correlation Coefficient ($R = .360$, $p < 0.05$).The study revealed that there is positive weak correlation between head teachers' democratic leadership style and teachers job satisfaction. Findings agree with previous research findings of Bhatti et al. (2012). Patricia, (2002) for instance, in study conducted in Labore, Bhatti el al. assessed the impact of democratic leadership style on job satisfaction in private and public schools. The study found that democratic leadership style had positive impact on teachers' job satisfaction. It can also inferred from the finding that once teachers genuinely share information with other staff members it can affect their job satisfaction.it can also further argued that if teachers are encouraged to freely to express their feelings can also affect their job satisfaction positively. However the current findings disagree with the previous study of Patricia (2000) who reported that democratic leadership style did not correlate to job satisfaction. The result is presented in Table 4.3.2 below.

Table 4.2.3: Correlation between Head Teachers' Democratic Leadership and Teachers' Job Satisfaction

Pearson's Correlation	Job Satisfaction	Democratic

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Democratic	.360**	1.00
Job Satisfaction	1.00	.360**

** Correlation is significant at the 0.05 level (2-tailed), N = 66

4.3 Presentation and Discussion for Research Question Two: What is the Relationship between Perception of Head Teachers' Autocratic Leadership Style and Teachers' levels of Job Satisfaction in the Primary Schools in the Sekyere Central District of Ashanti Region Ghana? In other for the study to answer the research question two, correlation was used.

4.3.1 Teachers' Perception of Head Teachers' Autocratic Leadership Style

The study measures the level at which Head Teachers employed Autocratic Leadership Style in school. Six autocratic leadership related questions were raise and teachers were asked to rate their level of agreement or disagreement on how their head teachers practice Autocratic leadership style in their schools on A Likert scale of (1: Strongly agree, 2: Agree, 3: Neutral, 4: Disagree and 5: Strongly Disagree).For easy interpretation both Agree and strongly agree were combined and strongly disagree and disagree were also combined. For each question frequency, percentages mean and standard deviations were capture as the summary statistics. Table 4.3.1 Table shows the results on teacher perception of their head teacher autocratic leadership style.

Table 4.3.1 Teachers' Perception of Head Teachers' Autocratic Leadership Style

Percentages	Strongly Agree / Agree		Neutral		Disagree and Strongly Disagree		Statistics	
Autocratic	Freq	%	Freq	%	Freq	%	Mean	Std.

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1. Insist that staff members work through divergent point of view non suppression of them	43	(65.2)	9	(13.6)	14	(21.2)	2.409	1.202
2. Is a risk taker (try new adventurous ideas in dealing with situation)	31	(47.0)	17	(25.8)	18	(27.3)	*2.939*	*1.162*
3. Allows staff to reach at a decision as a collective whole	36	(54.5)	11	(16.7)	19	(28.8)	2.818	1.8137
4. Have high opinion of what the staff do	49	(74.2)	6	(9.1)	11	(16.6)	*2.364*	*1.197*
5. Welcome staff to question matters related to school affairs	48	(72.7)	1	(1.5)	17	(25.8)	*2.364*	*1.284*
6. Treats everybody consistently	38	(57.6)	7	(10.6)	21	(31.8)	2.712	1.286
Overall	**41**	**(62)**	**9**	**13**	**17**	**(25)**	**2.60**	**1.32**

Source: Field Survey, (2018)

The results shows that for the six related questions on Autocratic leadership style of head teachers, teachers rated question 2: Is a risk taker (try new adventurous ideas in dealing with situation) very high since it had the largest mean score of (Men = 2.939) and standard deviation of (Std. = 1.162), indicated a neutral level. Teachers rated

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item 4 and 5 very low with a mean scores of (Mean = 2.364) and a standard deviation of (Std. = 1.284 and 1.197) respectively, which indicates that teachers were strongly agree& agree to these items on Autocratic Leadership Style of Head Teachers. The overall mean score (Mean = 2.60) with a standard deviation of (Std.= 1.320) indicates that the teachers were in agreement that Head Teachers' employed Autocratic Leadership Style in the primary schools in the Sekyere Central District schools according the Likert scale. In addition, 62% were strongly agreed/agreed that their head teachers are Autocratic with 25% of them strongly disagreeing/disagreeing while 13% remained neutral.

4.3.2 Correlation between Teachers' Job Satisfaction and Autocratic Leadership Style of Head Teachers in Primary Schools in the Sekyere Central District.

The Correlation analysis shows that there is positive relationship between job satisfaction of teachers and the Autocratic Leadership Style of head teachers with Pearson Product Correlation Coefficient($R = .393$, $p < 0.05$).The finding indicated that there was positive significant relationship between head teachers' autocratic leadership style and teachers' job satisfaction. This indicated that autocratic leadership style has influence on teacher's job satisfaction. The current study findings agree with previous research finding of Spector (1997) who conducted a study in South Taiwan to assess the relationship between autocratic leadership style and faculty job satisfaction in an institute of technology. The study found that autocratic leadership and job satisfaction were closely related in the institute. Again, the result of the current study is consistent

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with Meddley and Larochelle (1995) who examined the relationship between autocratic leadership style and the job satisfaction of the nursing staff. The study indicated that staff nurses have greater job satisfaction if their leaders practice autocratic leadership. However the current findings disagree with the previous study of Adeyemi (2006) who conducted a study in Ekiti State, Nigeria about head teachers' leadership style and the teachers' job satisfaction in primary schools. The result indicated that autocratic leadership style had no significant relationship with job satisfaction. The result was presented in Table 4.3.2 below.

Table 4.3.2: Correlation between Autocratic Leadership Style and Teachers' Job Satisfaction

Pearson correlation	Teachers job satisfaction	Autocratic
Autocratic	.393**	1.00
Teachers job satisfaction	1.00	.393**

** Correlation is significant at the 0.05 level (2-tailed), N = 66

4.4 Presentation and Discussion for Research Question Three: What is the correlation between Perception of Head Teachers' laissez-fair Leadership Style and Teachers' levels of Job Satisfaction in the Primary Schools in the Sekyere Central District of Ashanti Region, Ghana? In other for the study to answer the research question three, correlation was used.

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4.4.1 Teachers' Perception of Head Teachers' Laissez-Fair Leadership Style and teachers' job satisfaction

The study measured the level at which Head Teachers employed Laissez-Fair Leadership Style in school. Six autocratic leadership related questions were raised and teachers were asked to rate their level of agreement or disagreement on how their head teachers practice Laissez-Fair leadership style in school on A Likert scale of (1: Strongly agree, 2: Agree, 3: Neutral, 4: Disagree and 5: Strongly Disagree). For easy interpretation both Agree and strongly agree were combined and strongly disagree and disagree were also combined. For each question frequency, percentages mean and standard deviations were capture as the summary statistics. Table 4.3.1 Table shows the results on teacher perception of their head teacher Laissez-Fair leadership style.

4.4.1 Table Perception of Head Teachers' Laissez-Fair Leadership Style

Percentages	Strongly Agree / Agree		Neutral		Disagree and Strongly Disagree		Statistics	
Laissez - Faire	Freq	%	Freq	%	freq	%	Mean	Std.
1. Is less concerned about group performance towards attainment of school goals	31	(47)	30	(45.5)	5	(7.6)	2.455	1.243
2. Avoids at all costs interfering with groups work	39	(59.1)	12	(18.2)	15	(22.7)	2.955	1.142
3. Governs the group through nonintervention in what they are doing.	32	(49.2)	7	(10.6)	26	(39.4)	2.424	1.336

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4. Does not supervise teachers in their teaching assignment	46	(69.7)	6	(9.1)	14	(21.2)	2.546	1.179
5. Readily accepts even unwarranted blame for failure or mistake in the school	38	(57.6)	10	(15.2)	18	(27.3)	2.439	1.178
6. Is unconcerned with the staff welfare	43	(65.2)	9	(13.6)	14	(21.2)	2.445	1.131
Average	**38**	**(58)**	**12**	**(17)**	**15.**	**(23)**	**2.54**	**1.20**

Source: Field Survey, (2018)

The results show that for the six related questions on Laissez-Fair leadership style of head teachers, teachers rated item **2.** (Avoids at all costs interfering with groups work) very high since it had the largest mean score of (Mean = 2.955) and standard deviation of (Std. = 1.142), indicating neutral according to the Likert scale, and the Teachers rated item **3.** (Governs the group through non-intervention in what they are doing.) very low with a mean scores of (Mean = 2.424) and a standard deviation of (Std. = 1.336) which indicates that teachers were agreed to this items on Laissez-Fair Leadership Style of Head Teachers. The overall mean score (Mean = 2.54) with a standard deviation of (Std. = 1.20) indicates that the teachers were fairly in agreement that Head Teachers' employed Laissez-Fair Leadership Style in the primary schools in the Sekyere Central District schools according the Likert scale. In addition, 58% strongly agreed/agreed that their head teachers demonstrate Laissez –Fair leadership, 23% of them disagree/strongly disagreed and 18.70% remained neutral. This also explains that most of the teachers perceived that their head teachers practice laissez faire leadership type.

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4.4.2 Correlation between Teachers' Job Satisfaction and Laissez-Fair Leadership Style of Head Teachers in Primary Schools in the Sekyere Central District.

The correlation analysis shows that there is positive relationship between job satisfaction of teachers and the laissez-Fair leadership style of head teachers with Pearson Product Correlation Coefficient ($R = .381$, $p < 0.05$). The study found that there was statistically significant correlation between headteachers' laissez-faire leadership style and teachers' job satisfaction. This indicated that laissez-faire leadership style has influence on teachers' job satisfaction. The current findings are in line with previous research study by Yousef (2000) who reported that laissez-faire leadership related to job satisfaction. The possible reason for the current finding is that when teachers are given much freedom, they are able to make some critical initiatives that make them satisfied in term of their teaching task. Contrary, the current findings is not consistent with research result of Adeyemi and Bolrinwa (2013) who in a study conducted in Ondo State indicated that principal' laissez-faire leadership style had no significant relationship among Nigeria secondary school teachers. Again, the result of the current study is consistent with Amin et al (2013) who examined the interplay between leadership styles and faculty (teachers) job satisfaction in a public university of Pakistan. The study indicated that there was significant relationship between laissez-faire leadership style and job satisfaction. The result was presented in Table 4.3.2 below.

Table 4.4.2: Correlation between Laissez-Faire Leadership of Head Teachers and Teachers' Job Satisfaction

Pearson's Correlation	Teachers Job Satisfaction	Laissez-Fair
Laissez-Fair	.381**	1.00
Teachers Job Satisfaction	1.00	.381**

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** Correlation is significant at the 0.05 level (2-tailed), N = 66

4.5 Discussion of Finding

The study found that head teachers of the district implemented autocratic Leadership style in their job field as compare to the Laissez-Fair and Democratic Therefore the commonest Leadership style of Head Teacher in the primary schools of Sekyere Central District is Democratic leadership style. Teachers were very satisfied on their job field, since about 74.6% (n = 49) were very Satisfied/satisfied with all the rated satisfaction questions raised in relation with their job and their head teachers leadership as well.

The study found that there is a significant relationship between job satisfaction of teachers and the autocratic leadership style of head teachers in primary schools in the Sekyere Central District. The relation was found to be weak positive correlation ($R = .393$, $p < 0.05$) between autocratic leadership style and teachers job satisfaction in primary schools in the Sekyere Central District. Autocratic Leadership Style of head teachers contributes about 15.4% to teachers' satisfaction**.** This result confirms research done by Spector (1997) in assessing the relationship between autocratic leadership style and faculty job satisfaction in an institute of technology in the south of Taiwan. Spector found that the two variables were closely related in the institute.

The study found that there is a significant relationship between job satisfaction of teachers and the democratic leadership style of head teachers in primary schools in the Sekyere Central District. The relation was found to be weak positive correlation ($R = .360$, $p < 0.05$) between Democratic leadership style and teachers job satisfaction in primary schools in the Sekyere Central District. Democratic Leadership Style of head teachers contributes about 12.9% to teachers' satisfaction. This finding of the study is

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in line with Patricia (2002), which studied democratic leadership style and how it related to job satisfaction. The study concluded that democratic leadership was not positively related to job satisfaction but that transformational leadership was.

The study found again that there is a significant relationship between job satisfaction of teachers and the laissez-fair leadership style of head teachers in primary schools in the Sekyere Central District. The relation was found to be strong positive correlation ($R = .381$, $p < 0.05$) between laissez-fair leadership style and teachers job satisfaction in primary schools in the Sekyere Central District. The laissez-fair Leadership Style of head teachers contributes about 14.5% to teachers' satisfaction**.** This finding is however on contrast to Erkutlu and Chafra (2006). They observed that laissez-faire leadership style in a boutique hotel led to negative results in organizational performance such as low satisfaction, high stress, and low commitment by followers.

Karugu (1980) also conducted a study of the relationship between laissez fair leadership style and job satisfaction by teacher-coordinators. The sample was 78 vocational education administrators in Michigan public schools in 1974-1975. The study found a significantly negative attitude between the style and job satisfaction. There were non-significant leadership perceptions of vocational education administrators and teacher-coordinators.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The purpose of this study was to investigate the relationship between head teachers' leadership styles and teachers' levels of job satisfaction in primary schools in Sekyere Central District of Ghana. This chapter of the study discusses the summary of findings, conclusions and recommendations for policy making and professional practice. A suggestion for further research has also been provided in this chapter.

5.1 Summary

The study found that there is a significant positive relationship between job satisfaction of teachers and autocratic leadership style of the head teachers in the primary schools in Sekyere Central District. The relation was found to be significant

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positive correlation (R = .393, p < 0.05) between autocratic leadership style and teachers job satisfaction in primary schools in the Sekyere Central District.

The study found that there is a significant relationship between job satisfaction of teachers and the Democratic leadership style of head teachers in primary schools in the Sekyere Central District. The relationship was also found to be significant positive correlation (R = .360, p < 0.05) between Democratic leadership style and teachers job satisfaction in primary schools in the Sekyere Central District.

The study found that there is a significant positive relationship between job satisfaction of teachers and laissez-faire leadership style of head teachers in primary schools in the Sekyere Central District. The relation was again found to be significant positive correlation (R = .381, p < 0.05) between laissez-fair leadership style and teachers job satisfaction in primary schools in the Sekyere Central District.

Following the findings, it could be realized that Laissez Faire leadership style, Democratic leadership style and Autocratic leadership style have significant relationship with teachers' job satisfaction. This significantly implies that to attain a very high teacher job satisfaction in the primary schools in the District, the best leadership style to be adopted by head teachers is the autocratic leadership style since it had the highest correlation coefficient.

5.2 Conclusion

Based on the findings, the following conclusions were made:

The Head teachers in the Sekyere Central District appreciate the use of democratic leadership style in their routine work in the various schools to ensure that teachers' are well satisfied on the job field.

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The study conclude that all the three main leadership styles (Autocratic Leadership Style, Democratic Leadership Style And Laissez-Faire) of head teachers have significant influence on teachers job satisfaction, but the most head teachers leadership style that contribute very high to teachers satisfaction in primary school in the district is autocratic leadership style as compare to the other two leadership styles. The leadership style that highly correlates with teachers' job satisfaction in the district is the autocratic leadership type of head teachers.

5.3 Recommendations

Base on the findings of the study, the following were the recommendations;

1. The study recommends that aspects of promotion prospects such as advancement opportunities, opportunities for in-service training and opportunities for growth should de advanced by the district Education directorate.
2. In addition, the study recommends that the Education Units and head teachers should come up with modalities of improving job satisfaction so that teachers' job satisfaction will always be at the required level to help influence their job performance in school.

5.4 Suggestion for Further Studies

This study focused the relationship between head teachers' leadership styles and teachers' levels of job satisfaction in primary schools in Sekyere Central District of

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Ghana. Further studies can be conducted in other districts or can be extended to cover larger education unit. In addition;

1. A study on how teacher's demographic variables influence teacher's job satisfaction should be carried out,

2. A study on how learner's characteristics influence teacher's job satisfaction should be carried out.

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APPENDIX

APPENDIX 1

LETTER OF INTRODUCTION

Amankwaah Elijah

P.O. Box 49

Mamponteng- Kumasi

The head teacher,

_____

Dear Sir/Madam,

I am a post graduate student pursuing a Master's degree in Educational leadership at the University of Education, Winneba. I am conducting a research for my final year project titled "*correlation between Head teachers leadership styles and teachers level of job satisfaction in primary schools in Sekyere central District, Ghana",* which is a requirement for the degree programme. I therefore kindly request you to spare a few minutes to fill the questionnaire. The information obtained will be used for the purpose

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of the study only and your identity will be treated as confidential. Do not write your name anywhere on the questionnaire. Thank you for your cooperation and assistance.

Yours faithfully,

Amankwaah Elijah

M.A Student.

APPENDIX 2

QUESTIONNAIRE FOR TEACHERS

You are kindly requested to fill this questionnaire. Your participation will help gather information on the correlation of junior high school head teachers' leadership style and teachers' levels of job satisfaction in public schools in Sekyere Central District, Ghana. Kindly answer all the questions as honestly as possible. Your name or that of institution is not required; this will help to ensure maximum confidentiality.

Put a tick ( ) in the space provided

1. What is your gender? Male ( ) female ( )

2. What is your age bracket?

Below 25 years ( ) 26-36years ( ) 36-45years ( ) over 45 years ( )

3. What is your highest professional qualification?

Diploma teacher ( ) Bachelor of education ( )

Masters ( ) BA/BSC ( )

Any other

(Specify)……

4. How long have you been in your present school?

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Less than 2 years ( ) 3-5years ( )

6-10years ( ) Over 10 years ( )

5. What responsibility do you hold in school?

Class teacher ( ) Sports teacher ( )

Subject teacher ( ) Assistant head teacher ( )

Other

(specify)……

SECTION B

Teachers' job satisfaction survey

Using the scale shown below, rate your level of satisfaction with the following aspect of your job. Key;

1= Very satisfied, 2= satisfied; 3= Neutral; 4= dissatisfied; 5= Very dissatisfied

	Statement	1	2	3	4	5
	Working conditions					
1	Amount of teaching load allocated to you per week					
2	Availability of staff houses provided to you by the school					
3	The spelling out of your job description by the head teacher					
	Pay and promotion					

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4	salary					
5	Opportunity for promotion					
	Working relationships					
6	Relationship with other teachers					
7	Relationship with the head teacher					
	Recognition					
8	The way your job performance is acknowledged in the school.					

Section C

Teachers' perception of their head teachers' behaviour

Please indicate by putting a tick ( ) in appropriate column to which the following statement will apply to your perception of your head teachers' leadership styles.

Key: 1 – Strongly Agree 2 – Agree 3 – Neutral 4 – Disagree 5 – Strongly Disagree

	Leadership Behaviour	**Perception**				
	My head teacher	1	2	3	4	5
1	Is friendly and easy to dialogue with.					
2	Is patient and encourages staff too frankly and express fully their view point.					
3	Genuinely shares information with staff members.					

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4	Is a good listener to the group					
5	Express confidence in the staff members regardless disagreeing with them					
6	Encourage the members of staff to openly express their felling					
7	Insist that staff members work through divergent point of view non suppression of them					
8	Is a risk taker (try new adventurous ideas in dealing with situation)					
9	Allows staff to reach at a decision as a collective whole					
10	Have high opinion of what the staff do					
11	Welcome staff to question matters related to school affairs					
12	I treat everybody consistently					
13	Is less concerned about group performance towards attainment of school goals					
14	Avoids at all costs interfering with groups work					
15	Governs the group without interventions in what they are doing.					
16	Does not supervise teachers in their teaching assignment					

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17	Readily accepts even unwarranted blame for failure or mistake in the school					
18	Is unconcerned with the staff welfare					